DOCUMENT RESUME

ED 416 973 PS 026 228

| | |
|---|---|
| AUTHOR | Watkins, Anne |
| TITLE | Language and Learning: A Practical Guide To Help with Planning Your Early Childhood Programme. Series of Caribbean Volunteer Publications, No. 12. |
| INSTITUTION | Voluntary Services Overseas, Castries (St. Lucia). |
| PUB DATE | 1996-00-00 |
| NOTE | 80p.; Production funded by a grant from British Development Division, Caribbean. |
| AVAILABLE FROM | VSO Resource Centre, 317 Putney Bridge Road, London SW 15 2PN, England, United Kingdom. |
| PUB TYPE | Guides - Classroom - Teacher (052) |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | Child Development; Developmental Stages; Early Childhood Education; Emergent Literacy; Foreign Countries; Language Acquisition; *Language Skills; *Learning Activities; Listening Skills; Reading Skills; Speech Skills; Writing Skills |
| IDENTIFIERS | Caribbean; Grenada; Grenada (Carriacou); Grenada (Petit Martinique) |

ABSTRACT

Language should be viewed as one of the most important areas of early childhood development and learning. This document was produced to assist early childhood educators in Grenada, Carriacou, and Petit Martinique with fostering early language learning. The guide should be viewed mainly as a supplement to be used in conjunction with national curriculum guidelines to help present the curriculum in a more varied, stimulating, and developmentally appropriate way. Following an introduction, the guide's contents are: (1) "The Importance of Language"; (2) "Stages of Development"; and (3) "Language Activities (Listening, Speaking, Reading, Writing)." The third section describes many specific learning activities to build skills in each of the four areas. Example assessment sheets for children's skills in speaking and listening, reading, and writing are also included. (EV)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

PS

# Language and Learning

## A Practical Guide to Help with Planning your Early Childhood Programme

ED 416 973

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Series of Caribbean Volunteer Publications

PS 026228

#12

One of a series of publications produced by **VSO** volunteers in the Caribbean. Production funded by a grant from **British Development Division, Caribbean.**

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

John Drysdale

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



BEST COPY AVAILABLE

Voluntary Services Overseas **(VSO)** is an independent British Charity which works to assist countries in the Caribbean, Africa, Asia and the Pacific to achieve their development aims and create a more equitable world. VSO volunteers work alongside people in poorer countries in order to share skills, build capabilities and promote international understanding and action.


## Copyright VSO

**Reproduction unlimited for public and educational uses - please acknowledge VSO series as source. No reproduction for commercial use without permission from VSO London.**


**Further copies are available, at cost of copying, from :**

VSO Field Office
73, Chaussee Road
P.O. Box 1359
Castries
St. Lucia

**( Until December 1998 )**

VSO Resource Centre
317, Putney Bridge Road
London
SW 15 2PN
England

( From 1999 onwards )

**BEST COPY AVAILABLE**

# LANGUAGE
# and
# LEARNING

**: A practical guide to help with planning your**

**Early Childhood Programme**

## Acknowledgements

Sincere thanks are extended to all those who helped in the gathering, trialling and production of this document. A special thankyou to UNICEF, VSO, Grensave and The Ministry of Education.

**Anne Watkins, V.S.O.**

**Grenada, Carriacou and Petit Martinique, 1996.**

# CONTENTS


| | Pages |
|---|---|
| Introduction. | |
| Section 1. - The importance of language | 1 -3 |
| Section 2. - Stages of development | 4 -12 |
| Section 3. - Language activities:- | 13 - 14 |
| 1. Listening. | 15 - 24 |
| 2. Speaking. | 25 - 34 |
| 3. Reading. | 35 - 48 |
| 4. Writing. | 49 - 59 |
| Assessment Sheets - | 60 - 62 |
| Bibliography - | 63 |

## Introduction.

This document has been produced to assist all those who are involved in the care and education of young children in Grenada, Carriacou and Petit Martinique.

The Ministries of Social Services and Education produce Early Childhood Curriculum Guidelines which are based on the thematic approach.

This production must be viewed, therefore, mainly as a supplement to be used in conjunction with the existing Curriculum. It is written as a practical working document which will hopefully enable caregivers and teachers to present the Curriculum in a more varied, stimulating and developmentally appropriate way.

We have such an important role as Early Childhood Educators. Rosemary Peacocke, formerly H.M.I. Staff Inspector, U.K. states that "**The ladder of education can never be secure unless the first rung is firmly in place**."

When planning and implementing our programmes then, let us not forget that "**Language is the key that unlocks the door to further learning ...**" **WE**, along with Parents, family and Community members, are the ones who hold that key!

We can **hold onto that key**; we can **open the door a little**; or we can **open it wide** for our children to walk through with pride and confidence.

## Section 1.

# The Importance of Language

Language must be looked at as one of the most important areas of the Curriculum. Being able to communicate is crucial if a child is to express himself, to understand, or be understood.

Communication begins early in life in the form of eye to eye contact in a young baby of about 4-6 weeks old. Communication is a two way process. When a baby begins to babble, the parents, other adults and siblings respond. This creates a positive, stimulating environment for the baby to grow and develop in.

UNICEF notes in their booklet on Early Childhood Development Programmes that "Successful programmes recognise that the primary responsibility for the child rests within the home and all efforts to foster development must support, complement and reinforce the child rearing responsibilities of the family."

However, we as caregivers and teachers play a very important part in continuing to foster this growth. The children who come to us will have had a wide variety of experiences. It is our role, therefore, to provide **a rich and stimulating environment** where children will continue to grow and develop as individuals.

We must remember that we are one of the models on which children will

base their behaviour. They will learn language from us; we must, therefore, be careful to offer vocabulary, speech patterns and forms of interaction which we want the children to learn.

Outside the Day Care and Pre-Primary environment children are usually learning in an informal way. They are very rarely exposed to the specific instruction that is often part of more formal education. This must be taken into consideration, therefore, when planning activities and experiences. A learning environment needs to be created that will allow children to be exposed in a variety of ways to informal language learning situations. The materials that we provide in e.g. The Home area will greatly influence the play and, therefore, language interactions of the children. Our interaction as adults is also crucial in this process. In 'Starting with Quality' it is observed that:-

> **"In working with under fives nearly all activities offer opportunities for developing children's language. Indeed the development of children's language abilities at this age relies on making the most of opportunities and well timed interventions in their play as well as planned activities which have more predictable outcomes."**

Planned activities will be discussed later on. However, it will be wise for us to spend a few moments on looking at what is meant by "well timed interventions". As children play independently in areas of the room e.g. Home area, blocks, etc. our role is initially as an observer. From watching and listening to children at play we learn much about their needs and feelings. Sometimes interrupting play is not appropriate. Children may be inhibited and not wish to com-

municate. At other times we may see an opportunity whereby our input, suggestion or offer of help will extend the play and enrich the language and social interaction. As we spend time observing and interacting we will become attuned to these opportunities.

These observations and interactions will also help us to get to know individual children. Some children may have specific needs which must be addressed. It may be merely gentle encouragement for a particularly quiet or shy child or the needs may be more in the form of delayed language where in some cases outside help may need to be sought.

**In order to keep track of individual children and their needs a developmental diary or folder is useful to keep for each child**. Keeping samples of children's early drawing, writing, collage, language use etc. can be very helpful. Be careful to date and explain each item so that a developmental record of the child can be built up. This is good to keep and share with parents or when meeting with the Pre-Primary or Infant I teacher of the school the child is going to.

We as caregivers and teachers need to keep up to date with ideas, writings and research on the subject of language. The Education Resource Centre in St. George's and the Public libraries are two sources available as well as the ECE Connection Newsletter.

## Section 2.

## Stages of Development

The following examples illustrate some of the stages of development that children go through in the early years from 0-5. This is not intended as a fully comprehensive list but to offer some suggestions of how we as caregivers and teachers can respond to children's needs.

Many of these ideas are discussed in more detail in Section 3. Space is left after each stage for you to add your own ideas.

*** The ages noted are only a guide as all children develop at a different rate.**

| What young babies do (0-5 months) | How adults can help |
|---|---|
| They communicate their needs by e.g crying when uncomfortable or hungry. | Make sure feeding, changing and bathing is quiet and unhurried. Talk and play with baby, build up a warm, trusting relationship. |
| They display reflex actions that are the beginnings of sensory skills, and eventually become the basis for intellectual skills. | Give them room to move freely rather than spending lots of time in a crib. This will encourage them to become aware of their bodies. |

| What young babies do (0-5 months) | How adults can help |
|---|---|
| They can visually follow objects or faces as they move. | Spend time with them, hold them, talk with them. Let them study your face. Give them interesting pictures and mobiles to look at. |
| They listen to noises around them and are interested in sounds and where they come from. | Talk to them, provide a variety of toys that make a noise. Sometimes play gentle music. |
| They make simple sounds. | Imitate their sounds, encourage them to respond. |

| What older babies do (6-9 months) | How adults can help |
|---|---|
| They can concentrate and focus on things. | Protect them from interruption, even from you, so that they can concentrate. |
| They are beginning to remember from one day to the next. | Exchange information with parents about games and toys baby likes. Take advantage of daily routines to help baby develop a sense of order in the world. |
| They are interested in discovering the consequences of their behaviour. | Provide babies with toys that they can manipulate. Observe them to see how they experiment so you can enrich their experiences.. |
| They begin to make choices. | Set up the environment so that babies can make choices e.g. toys on a low shelf. |

| What infants do (9-18 months) | How adults can help |
|---|---|
| They are developing language rapidly. | Talk with them, read with them. Make simple books about well known things e.g. my dog, my family. |
| They enjoy picture books. | Have simple books available with clear pictures of people and things, animals etc. that the child knows. |
| They begin to follow simple commands e.g. "come here." | Begin to let children be responsible and independent and help whenever possible. |
| They begin to learn about their body, associate words to objects, things, etc. and can begin to point when asked e.g. "Show me your nose." | Give them room to move, play responsive games, use rhymes. Encourage them to join in and respond e.g. clap,clap, clap your hands. |
| They begin to become interested in writing materials. | Allow them to experiment with a fat crayon and large piece of paper. |

| What toddlers do (18 months - 3 years) | How adults can help. |
|---|---|
| They begin to put words together. | Try to extend and enrich their language e.g. child says "cup" you say "Yes, you have a red cup today". Help them to label things, ideas and feelings with words. Read and tell short simple stories, use lots of visual aids e.g. puppets. |
| They enjoy music, like repetitive songs and rhymes and can remember some parts. | Sing lots of songs and rhymes. Use finger plays and jingles. Choose ones about familiar things, repeating favourite ones often. |
| They are interested in writing. | Give them lots of opportunities to draw and scribble with different materials. Have print around the room with bright interesting pictures of familiar things. |
| They enjoy and learn through dramatic and role play. | Provide simple props to play with e.g. dolls, hats, shoes, cups, combs, spoons etc. |
| They begin to follow more complex instructions e.g. bring me your towel. | Encourage children to assist particularly in self care areas such as dressing, bathing, etc. |

| What toddlers do (18 months - 3 years) | How adults can help |
| --- | --- |
| They begin to concentrate more. | Allow time to concentrate and be quiet. As they mature help them to follow through and complete an activity. |

| What Preschoolers do (3-5 years) | How adults can help |
|---|---|
| They have a rapidly growing vocabulary. They know the names of many things and can explain their ideas with gradually more complex, longer sentences. | Talk to and with them about everything. Allow them to talk and learn new names and extend their vocabulary. Value their contributions and don't forget the quiet, shy child. |
| They believe there is a purpose for everything and ask lots of questions; What, How, Why? | Take time to tell children what they want to know and treat them seriously. Give them answers they can understand. Ask them questions to extend their thinking and reasoning. Allow them to talk in a group. |
| They are curious, want to explore and are interested in how things happen and work. | Have a practical table with things for the children to explore e.g. magnets. Use real objects for learning e.g. growing seeds. |
| They have lots of ideas of their own and like to gather information about the world around them. | Take them on excursions to explore e.g. the beach. Invite people in to talk and share with the children e.g. policeman. Have things the children can learn about e.g. nature/science table. Have non-fiction books children can look at, discuss and learn from. |

| What Preschoolers do (3-5 years) | How Adults can help |
|---|---|
| They enjoy stories, music, rhymes etc. and begin to remember more complex songs. | Read, tell, dramatise stories, use props e.g.. puppets. Encourage children to join in. Have books available at all times. Encourage proper use and care of these. Use songs, rhymes etc. in all areas of the Curriculum. |
| They use their imagination often to initiate role play and take part in dramatic play. | Put props in the 'Home' and 'Block' area for example to encourage play e.g. telephone, truck, magazine etc. Make 'special' areas sometimes e.g. Shop, Office. Play with them. Allow choice. |
| They begin to follow multiple instructions e.g. Bring your towel and soap to the bathroom please. | Encourage independence and care of property, listening to instructions etc. Play listening games. |
| They are learning concepts and skills such as matching, sorting, classifying etc. as well as hand-eye coordination and identification of shapes and colours, by playing with toys and objects. | Provide if possible a variety of colourful, stimulating learning materials and don't forget natural materials. Talk with children as they play e.g. "I see you put all the squares together - well done!" |

| What Preschoolers do (3-5 years) | How Adults can help |
|---|---|
| They are developing the ability to understand how picture, letter, word and numeric symbols can stand for real objects and ideas. | Label objects with pictures, words and numerals so children can associate the symbols with objects. Let children see their own words recorded e.g. on their drawings, experience charts, etc. |
| They enjoy writing and begin to be aware of conventions e.g. left to right etc. | Encourage writing in all areas e.g. notebook in Home area. Provide a variety of different materials e.g. crayons, paint, playdough, clay, sand etc. |

## Section 3

# Language Activities

As mentioned previously, for the most effective language learning a suitable environment needs to be created. We as adults are responsible for creating that environment in our Day Care and Pre-Primary Centres.

"**Hands-On**" or real life activities are by far the best and most effective.

In 'Strategies for improving language across the Curriculum' it states that "***Children remember 5% of what they hear, 10% of what they see and 80% of what they do!***"

We know that young children learn in a number of ways, some of which include exploring, observing and listening. Children carry out these activities mainly by **playing** and **talking**.

In 'Starting with Quality' it is stated that a good Early Childhood learning environment should have "An approach to learning geared to the needs of young children, which emphasises first hand experiences and which views 'play' and 'talk' as powerful mediums for learning."

BEST COPY AVAILABLE

**Children learn best from adults who:-**

- **Make time to talk and listen with children about things that mean a lot to them.**

- **Give a clear model of listening, responding, and speaking themselves.**

- **Encourage and model a variety of vocabulary and language uses.**

- **Gently encourage shy and reluctant children.**

- **Know how to ask open-ended questions.**

- **Offer formal and informal opportunities for language learning and challenging experiences, with time for children to talk and respond to these.**

When planning language activities it is useful to divide them into the four areas of **listening, speaking, reading and writing**. For young children there is likely to be more emphasis on the areas of listening and speaking.

## 1. LISTENING.

Many children in our care will need to actively **learn to listen**. Children today are born into what is often a noisy world. Babies are distressed by loud and sudden noises and, therefore, the first thing that many of them learn to do is not to listen. Children's skills of discrimination, therefore, are sometimes poor and activities and experiences are needed to develop this area.

Television can also have far reaching effects. It is a highly visual medium and children become accustomed to using their eyes more than their ears. Instead of listening they use the pictures to supplement sound.

Children need to form good listening habits. They need to experiment with sounds. As they do this through a variety of formal and informal activities they gradually learn to distinguish between e.g. fast and slow, high and low etc. As children mature in their Pre-Primary years these experiences help them to learn to listen with concentration. We can also help develop children's concentration skills by making sure that:-

- In a group everyone is encouraged to listen attentively to those talking.

- Those who are hesitant are given the opportunity to express themselves.

BEST COPY AVAILABLE

- All children's contributions are valued and respected.

- The noise level in the room allows children to listen and respond comfortably.

The general health of a child will affect learning greatly and areas such as sight and hearing should be especially monitored. If a child has difficulty with hearing he may find it hard to hear the difference between words, therefore making the difference between written words difficult to see also, even though he may not have faulty sight.

## Activities.

As with many areas of the Early Childhood Curriculum you will find overlaps. Learning cannot always be neatly put into compartments or sections. However, for the purpose of this booklet activity sections have been attached to all four areas of listening, speaking, reading and writing, although you will probably find that a number of the activities cover one or more of the areas. You may at times, however, want to stress one particular area more than another.

Appropriate ages have not been identified in these activities. However with your knowledge of the children and using Section 2 (Stages of Development) you will be able to adapt many of these activities to suit the needs of the children in your care.

BEST COPY AVAILABLE

## Excursions

It is important to provide **meaningful** listening experiences for children. The outdoor environment and natural materials can be made good use of in this area:-

**Go on a listening walk.**

- Prepare the children beforehand, getting them to predict what they might hear.

- Discuss the sounds you hear along the way. Identify them. Encourage descriptive words e.g. loud, soft, far away, near, etc.

- Compare the sounds of nature and the sounds in the Community. Discuss differences and similarities in sounds. Get the children to close their eyes and listen.

- If you can, tape sounds in different areas e.g. the beach, the pool, the country. Listen to it, discuss and identify sounds on your return.

**Record your information with the children:-**

as a story, a poem, using drawings and paintings, a list with pictures etc. Collect things along the way to use, for example for making musical instruments e.g. bamboo, shells etc.

## Music

Musical experiences can help children to develop language skills. As children sing and listen to music they practise using English words and learn to hear the differences between sounds. Therefore you can help your children to:-

- make their own music using home-made instruments to rattle, tap etc.

- make up their own songs and dances.

- move their bodies in time to music and learn to express themselves in response to different kinds of music e.g. happy, sad.

- listen for rhythm, to tap a beat with percussion instruments e.g. sticks, tins, etc.

- learn to hear the difference in pitch between high and low music

- learn to sing in tune by listening to teachers and their own voices.

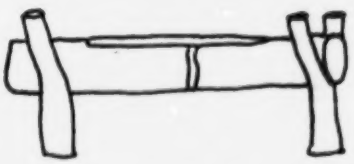
- make their own instruments with a combination of natural and man-made objects.

Items can be used such as sticks, bamboo, seed pods, shells, coconut shell halves, tins, bottles filled with different things e.g. seeds, small shells, stones, sand, rice, peas - the lids secured well and the bottles decorated. Some other ideas are:-

Tin Drums

Smooth sticks for tapping.

Bamboo Drums



Bamboo with section cut out of the top, resting on a stand, use with tapping sticks.

Shell Rattle

Strings of shells secured to a stick.

Shell Shakers

Strings of shells to wear around the ankles and wrists for dancing.

## Sound Corner

Make a special informal area where children can experiment with instruments and sound:-

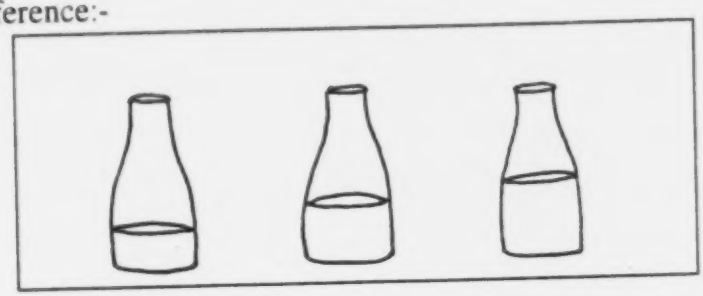
- Play a tape of sounds familiar to the children.
- **Play guessing games with sound objects e.g.**



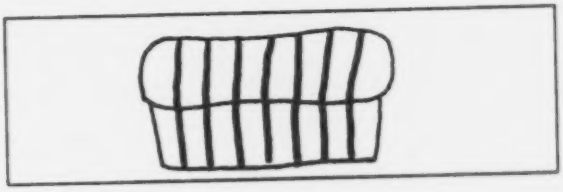
BEST COPY AVAILABLE

**containers filled with different things. Small black plastic film containers** are very good for this purpose. Make two of each so that the children can identify the ones that are the same.

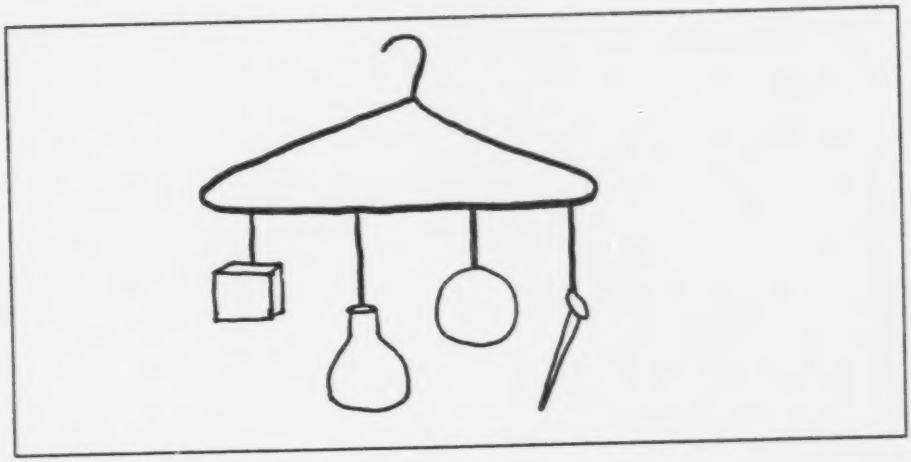
- Fill glass bottles (for older children only) with different levels of water (coloured is good) and tap them with something metal e.g. a spoon and hear the difference:-



- Use elastic bands strung over a plastic container e.g. margarine tub and pluck them:-



- Strike a variety of things made from plastic, wood and metal hung from a coathanger:-



- Have a range of things on a table for children to tap e.g. plastic, metal, pottery, wood, etc. Have tapping instruments made of different materials e.g. wooden spoon, metal rod, plastic stick etc.

- Have a variety of things to blow e.g. straws, balloons, paper bags, whistles, bottles, pipes etc.

- Help the children make a kazoo to experiment with - tissue paper folded around a comb. Children put their lips to the paper and hum, seeing what it sounds and feels like.

- Help the children make a string telephone with two plastic cups with holes made in the bottom. String of about 3 metres long is threaded through the cups and secured. Pull the string tight - one child talks into one cup the other child listens with the other cup.

## Stories

Stories both told and read are an excellent way for children to learn listening skills in an enjoyable way. These need to be chosen carefully according to the age of the children. Visual aids are also good to use sometimes, especially with young children but be careful that this does not detract from the aim of encouraging good listening and concentration.

## Puppets

Name several of your puppets with double names to stress initial consonant sounds e.g. Molly Mouse, Freddie Frog. Get the children to think of something that they might like to eat or drink beginning with that letter e.g. Molly Mouse likes milk, Freddie Frog likes flies, etc.

## Word Concepts

Word concepts such as up and down need to be taught in many different ways not just one such as 'hands up', 'hands down'. Children need to internalise concepts in many different ways and forms e.g.:-

- to see things go up e.g. objects, people.

- to (especially younger children) physically experience the concept e.g. crawling under the table or putting the toys on top of the cupboard.

- allowing the children to choose an object e.g. toy cow and listen to the instruction e.g. put the cow under the mat.

- more mature children can have several instructions e.g. put the red car behind the door or find me a circle and put it on top of the table.


BEST COPY AVAILABLE

## Identifying sounds

Have a set of cards or a chart with pictures of animals. You make the sound or play a tape. The children point or pick up and name the correct one.

## Making sounds with your body

See if the children can use their bodies to make different sounds like stamping feet, clicking fingers, humming, whistling, clapping, popping with their mouth, patting legs, hands, knees, shoulders etc.

Use in body parts games e.g. instead of clap, clap, clap your hands have pat, pat, pat your knees or shoulders.

Make up action singing games e.g. Clap your hands, pat your knees, we all jump up together or click your fingers, tap your head, we all clap hands together. You can use one of your hand puppets as a model to lead the song.

## Auditory Discrimination

Say a string of words and get the children to pick out the odd one e.g. dog, cat (house) horse or red (big) green, blue.

Use riddles - Guess what I am?:- I am big, have four wheels, people ride on me. What am I? - a bus.

Initial letter sounds e.g. pick the odd one out hot, head, (Mummy), home.

Use rhyming words e.g. boy/toy see if the children can think up their own.

## Auditory Memory.

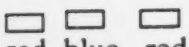
Tap out a rhythm on a desk with a ruler or stick, get the children to repeat it or clap it.

Clap the rhythm of, and chant children's names e.g.:-

Ke - von A-man-da

1 2 1 2 3

Let the children follow pattern sequences, they can copy yours or with older children make up their own e.g:-

 red blue, red - red, blue, red etc. use blocks, beads, etc.

## Guessing Games

Wrap up a present or object. Have the children feel it, smell it, get them to think, predict what it might be. Maybe give clues as to what area of the room it is for e.g. home area (doll) or give clues such as, you can play with it, eat it etc.

**A sound instrument can also be used for attracting children's attention e.g. a small bell, rattle or puppet. Teach the children to stop and listen when they hear or see this.**

*Your Notes*

*Your Notes*

## 2. SPEAKING.

Spoken language plays a central part in the development of the young child. Being able to talk with confidence allows children to co-operate, share and plan with other children.

Confidence and security are two of the key factors in children feeling able to contribute and express themselves. Adult behaviour is crucial to this process. When contributions are acknowledged and valued the child is able to develop the confidence and self esteem which are necessary for learning.

As adults talk with babies and young children about everyday events describing what they are seeing and doing they build up the skills which will allow them to use language. Young children will experiment and build up their experience and vocabulary to use simple sentences which gradually increase in complexity as they mature.

The learning environment needs to provide situations where children can practise talking with adults and other children on a one to one basis, in a small and large group situation. Many children are happy to talk in front of the whole group, some are not. However, they should never be forced to. Hopefully, as they watch others and feel that they are in a supportive environment they will gain confidence and feel happy to contribute in this way. Sometimes having no audience is good and a toy telephone is useful for this purpose.

We as adults have to be careful sometimes not to make too many demands. We are eager for children to speak and sometimes ask too many questions and what began as a conversation can become an interrogation!

## Open/Closed Questions

**Closed questions** are those which usually require only a one word answer e.g. Did you go to the Doctor's today?

**Open questions** are those which encourage children to think and use more complex language structures e.g. What did the Doctor say to you today?
We need to think carefully about our **'Teacher Talk'**. Is it mainly in the form of giving directions e.g. stand up, be quiet, watch now etc. all requiring no verbal response from the children?

We also need to look at the opportunities that we give **children to talk**:-

**Are they frequent enough?**

**Do they allow the use of language for different purposes?**

**Do we encourage children to think for themselves , and express their feelings, opinions and ideas?**

**Do we help them to enrich their vocabulary?**

**Do we allow them to ask questions?**

**The following are some of the areas which children should be encouraged to practise in:-**

- **to explain or reason** - Why do you think that plant died?

- **to predict** - What do you think would happen if I left this ice out in the sun?

- **to recall** - Do you remember what happened when we went to town yesterday?

- **to describe** - Tell me what the kitten feels like.

- **to rethink** - We can't fit this picture here where we wanted to, What shall we do with it?

- **to instruct** - You are very good at tying your shoe laces. Tell me how you do it.

- **to plan** - We are going to visit the Airport tomorrow. What do you think we need to take with us?

- **to think about consequences** - Your cup of juice is very close to the edge of the table. **What might happen?**



BEST COPY AVAILABLE

## Modelling

**As adults, not only must we be good models of speech but we must model patterns of interaction and correction which will not inhibit children's flow of language.**

Compare adult responses 1 and 2 and see which you think is more appropriate:-

**Interaction - child initiated**

Child - We're playing Mummies and Daddies.

Adult 1 - Okay, but don't make too much noise now.

Adult 2 - That's nice. What is Mummy doing?

**Interaction - adult initiated**

Child - Drawing a picture of a boat.

Adult - That's a nice boat.

Adult - What a nice drawing ! Can you tell me about it?

**Adult correction**

Child - I goed down town last night.

Adult 1 - Not I goed, I went.

Adult 2- You went down town last night. So did I.

## Activities.

There are many ideas for classroom activities that develop oral expression. Some of these include:-

- making a daily schedule or plan of events.
- planning activities or experiences.
- interpreting pictures.
- discussing what to include in an experience chart.
- acting out stories.
- playing with puppets.
- having pretend telephone conversations.
- reviewing the day's events.
- engaging in dramatic play etc.

**However, the outdoor environment and the wider community can also be used for many activities.**

## Excursions.

Excursions, outings, visits and walks give many opportunities for language development but they need to be carefully **planned** and **followed up**.

A small group of children is always better, so it may mean you doing two trips to the same place with different groups of children e.g. to the shop or church.

BEST COPY AVAILABLE

Try and involve the children in these plans e.g. writing lists, drawing maps, writing notes to parents, making experience charts and books etc.

Think about the places that you could explore with the children. They might include the Church, Medical Station, Shop, Nutmeg Pool, Airport, Town, Beach, River, Primary School etc. Invite family, community members and friends to go with you. Not only will their help be necessary but when adults come talking and sharing together with the children there are many more opportunities for learning.

**Prepare adult helpers beforehand so they know what you are particularly trying to emphasise or teach the children so that they can help as much as possible.**

## Walks

Go on different types of walks e.g.:-

**Shape, Texture, Smelling, Listening, Colour, Size etc.**

On a texture walk for example children can feel leaves, sand, tree trunks, grass, stones, cement etc.

They can also take rubbings of some of these with paper and crayons.

Talk about the things they feel to develop their vocabulary e.g. are they rough or smooth, hard or soft, hot or cold? etc.

Encourage the children to talk to people as they walk, telling them what they are doing.

Allow children to tell you their observations. Discuss what things look like. What sounds you can hear, etc.



BEST COPY AVAILABLE

Collect things to take back to your Centre, and display them with appropriate labels and reference material (books) if possible.
Allow time for discussion on your return.

## Visiting the Medical Station.

**Prepare the children well. Let them know exactly why they are going.** (Maybe you are aiming to set up a Hospital section in your Home area) and have already collected strips of cloth for bandages.

**Let the children look, discuss and ask questions** of you and the medical staff. (The staff must be clear on your aims also).

Children will be able to play out what they feel and work through maybe a fear of injections through role play on their return.

## Visiting the Shop

There are a number of reasons why you might decide to visit the shop:-

- **to look at fruits and vegetables.**
- **to look at the shape, size and colour of packets.**
- **to look at the labels on goods.**
- **to look at what is in the fridge and freezer and why.**
- **to look at the job of the Shopkeeper.**

*Or you may be buying ingredients to cook with.* You could therefore make a list with the children beforehand of ingredients needed. Make the list big with pictures or cut out labels from packets e.g. flour.

The children can carry the list to the shop and use the pictures and labels to find things even if they cannot read the print.

You may want to make a shop in your Centre. When children pretend or role play they find out what it might feel like to be someone else e.g. the Shopkeeper.

## Cooking.

Invite people to come and cook with the children.

**When children cook they learn many things and all five senses are used. You can talk about many things when cooking:- where ingredients come from, how they are made, size, shape, texture, quantity etc.**

- Use the making of your playdough as a language learning activity that the children are actively involved in.

- Make a chart explaining what children learn when they cook so visitors and parents can read it.

**Have the children participate in e.g. making soup. Ask parents to help by bringing ingredients such as vegetables.**

**Look at the concepts to be learnt and ask questions e.g.**

Tell me about your vegetable?

How does it grow?

What is it called?

What colour is it?

How does it feel, smell, taste? (Taste some raw and cooked). Does it taste the same? Look at the change in taste, texture, appearance etc.

Some examples of vocabulary could be:- **hot, boiling, simmering, ingredients, scraping, slicing, chewing etc.**

## Creative Activities

Children are able to express themselves in a variety of ways when engaged in creative activities. Here are just two examples:-

### Collage.

Children learn to use many new words when they work with collage materials e.g. **soft, hard, smooth, slippery, long, short, wet, sticky etc.**

**The teacher's job is to actively help and encourage children, by their interactions, to learn and experiment with these and many other words.**

When children make things with boxes and other 'junk' materials they learn to understand important words and concepts e.g. **on top of, too wide, inside etc.**

Sometimes young children cannot express themselves very well in words but their pictures can tell us stories and help to show us what the children are thinking and feeling and what they know about their world.

## Finger Painting.

Finger painting is a very good medium for expression. We can encourage the children to talk about how the paint feels and they can understand new words such as **slippery, runny, thick, slimy etc.**

## Music.

Remembering songs, poems, finger plays, rhymes and action games gives children a store of language to use. By repeating favourite ones children experiment with sounds and learn about the melody, flow and rhythm of language in an enjoyable way.

You and the children need to sing often, both formally and informally. Some songs are particularly good for participation e.g. Who stole the cookie from the cookie jar?

*Your Notes*

*Your Notes*

## 3. READING

The early learning environment needs to be '**rich in print**'. At a very early age children can benefit from exposure to labelling, pictures, simple books etc.

In the years from 0 - 2 children are learning mainly by **physically manipulating material,** and a wide variety of objects to explore is important for their development.

As children mature this physical manipulation or **'hands on'** experience is still **very important**.

However, as children begin to understand the use of symbols, they represent ideas and events with words, sentences, drawings and dramatic play.

Our encouragement and exposure **as young as the baby stage** will influence a child's early attempts at understanding the meaning of print.

A child's first experience of written materials is in the home and the Community. Children are seeing written language all around them with newspapers, magazines, books, letters, bills, food packets, shop signs, notices, etc. Environmental print is a good source of learning and should be capitalised on with children.

However, before a child can begin to read there are a number of skills and understandings to acquire.

Our Pre-Reading programme is essential to prepare this foundation for formal reading in the Infant classes.

Children must pass through certain stages of development before they are ready for formal learning. They begin to realise that marks on paper can carry meaning, a concept that is basic to future reading comprehension.

They learn these things by a number of activities:-

- by using a wide variety of 'mark making' equipment to express their feelings, ideas and experiences.

- by looking at pictures with adults and talking about them.

- by looking at the words and pictures as an adult reads to them.

**Telling** and reading stories as well as helping children to learn about print provides a very enjoyable shared experience. It also helps children to develop the ability to make **predictions** of what could or might happen.

This is an important skill which children begin to develop at the Pre-Reading stage.

There are also practical skills to learn, for example to begin to:-

- recognise some letter shapes and words.
- recognise that in English, print goes from left to right and top to bottom.

- recognise sequences of events in words and pictures.
- make their own choice of books and stories.
- learn which way up to hold a book.
- learn book language e.g. once upon a time. Learn and repeat phrases e.g. He huffed and he puffed.
- handle books carefully and turn pages properly.

* **IMPORTANT NOTE.**

**The way we handle books will influence children. If they see adults respecting, liking and caring for books and themselves taking an interest in reading this will have an important effect on children's attitudes and behaviour.**

Dramatic play enables children to learn and practise many skills. Often we do not directly associate the activities which children engage in with learning to read and write. But an area such as the Home Corner which can be a Shop, Office, Cafe etc. has many possibilities, not only for language interaction but for using and recognizing words on packages, calendars, magazines etc.

Children will see the need to recognize certain words such as 'open' or 'closed' (shop) in order to play in the situation and this gives the motivation and purpose needed for learning to read. It is up to us to provide as many stimulating props as possible to develop this kind of purposeful play.

## Activities.

**As already mentioned activities for children need to be purposeful and relevant and we can model this purpose by**:-

- reading recipe books when cooking.
- following written instructions for a new game.
- encouraging children to help make a thank you card for a visitor you recently had etc.

The most meaningful texts for children are those which they choose to read or ask to have read to them. This might be a birthday card, a favourite story or the logo on a t-shirt.

By asking for these things to be read children are demonstrating an awareness of print - that is recognizing its form and realising that it communicates messages. **This is a very important step.**

## Walks.

**Letter or word identification walks** e.g. **S** as in School, Shop, Stop.

**Print walks** at sky, eye and foot levels looking at shop signs, road signs, advertisements, house names, school names, notices etc.

## Dramatic Play.

Children are beginning to learn about symbols in dramatic play e.g. using a leaf for a fish.

When children pretend like this they are beginning to think in ways that will help them to think about words, letters and numbers.

A lot of opportunities, therefore, are needed for pretend or dramatic play.

A variety of props will stimulate play, the following are some of the things you could use:-

**Labels for food objects, packets, shopping lists, menus, catalogues, brochures, phone book, old telephone or play phone, old clock, old cash register, play money, shopping bags, old airline tickets, maps, pictures, magazines, notes, bills, lists, letters, envelopes, pencils, notepads etc.**

## Music.

Write the words of a new song you are learning on a chart. Put the chart on the wall so parents can read the words. Parents and children can share music and enjoy it together. Poems, rhymes, finger plays, nursery rhymes, circle and action games can also be written up.

Keep a special list of all the songs etc. the children know at your Centre. Put the list on the wall for everyone to see.

Use pictures and words so the children will make the association between the two. On certain occasions let the children choose what they want to sing. Have them identify the song on the chart.

**Our Song Chart**

1. Shoo Fly.
2. Run rabbit.
   etc.

Play lots of games using left and right hands for directionality e.g. Hokey Pokey, Father Abraham. Draw an X on children's right hand to help them.

## Books.

Make lots of different books with the children. You can use pictures, drawings, paintings, collage, natural materials, e.g. leaves.

**Make big books, scrap books, excursion books, nature books, cooking books, birthday books, different shaped books e.g. our circle book** (about things which are circular e.g. wheel, full moon, hoop etc.) **Theme books e.g. Mummy, Our Country, Transport etc.**

A variety of books also need to be available e.g. home made, story, non-fiction, comic, bible stories etc.

When creating your **'print rich'** environment be aware that children need to see lots of different types of print e.g. hand written, stencilled, typed, bought charts, magazines etc.

## Visual Aids.

Visual aids are particularly good with very young children as they:-

- **attract, direct and concentrate interest.**
- **increase motivation.**
- **stimulate thought, expression and participation.**

There are a number of visual aids or story props that can be used alone or in combination with others e.g.:-

**Puppets**.

These can be used informally by children who are telling or reading stories alone or in a small group or formally by either you or the children, or both - to tell the story or illustrate a character or part of a story.

**Flannelgraph or Felt Board.**

Characters or objects can be used for stories, songs, finger plays etc. They are particularly good for number rhymes e.g. 5 little ducks as children can see the quantity.

Pieces need to be organised prior to the lesson and kept well labelled in separate boxes or envelopes.

It is a good idea not to overcrowd a board with too many characters as it will confuse children. Put up and take down pieces as you go along if necessary.

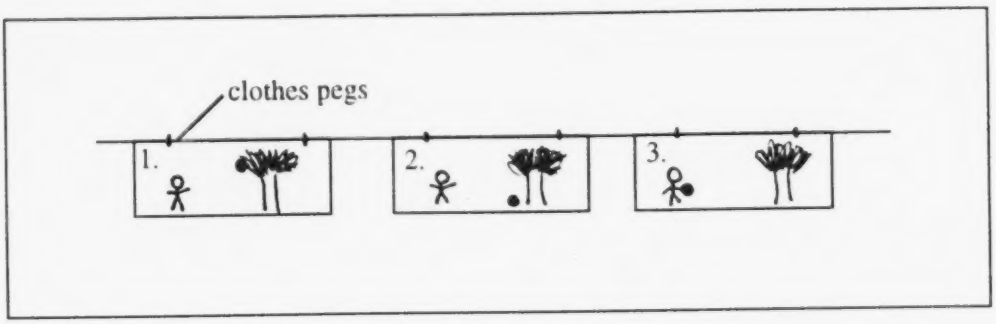
**Flip Charts**.

Newsprint can be clipped to a stiff card backing with bulldog clips or a couple of holes made along the top edge of the chart and string passed through.

A story can be displayed in sequence page by page. The chart can be hung over a board or the back of a chair.

**Wall Frieze**.

Stories can also be built up in sequence by a wall frieze made of Bristol board or paper taped or strung around the room. A string or piece of fishing line secured is a good place to peg these.




**Pictures**

Read the story and choose individual children to hold up a picture of e.g. an animal in the story at an appropriate time.

Alternatively have the picture of the animal or character hung round their neck and the child stands up when it is named in the story. This method can also be used for songs, finger plays etc.

**Drama**

The children can dramatise the story with individuals acting the characters. The children can join in phrases, e.g. he huffed and he puffed.

You can use voice, gesture and eye contact to attract and maintain children's attention. Make sure the story is not too long and has plenty of action.

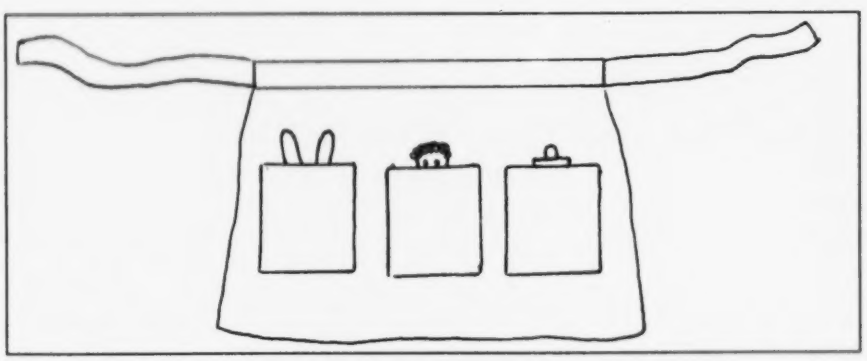
**Real Objects**

Real objects can be used to illustrate a story e.g. bucket, fishing line, bread, fish etc.

Alternatively you can dress up as a character to tell the story e.g. using a shawl to depict an old woman, a hat for a farmer etc.

**Story Apron**

- with sequenced pictures in the pockets to make up a story.
- with puppets or felt figures.
- with real objects.



Have the children guess or predict what they think might be in the next pocket. Can the children make up or predict the ending of a story for you? Remember to practise beforehand in a mirror, with your own children or colleagues.

**Picture talks**

Children must be taught **how** to look at a picture in order to learn the most from it.

They will need to be directed to relevant features. A picture should be chosen that is meaningful to the children and fits their experience and maturity e.g. for very young children a picture with not too much detail, large, clear and colourful.

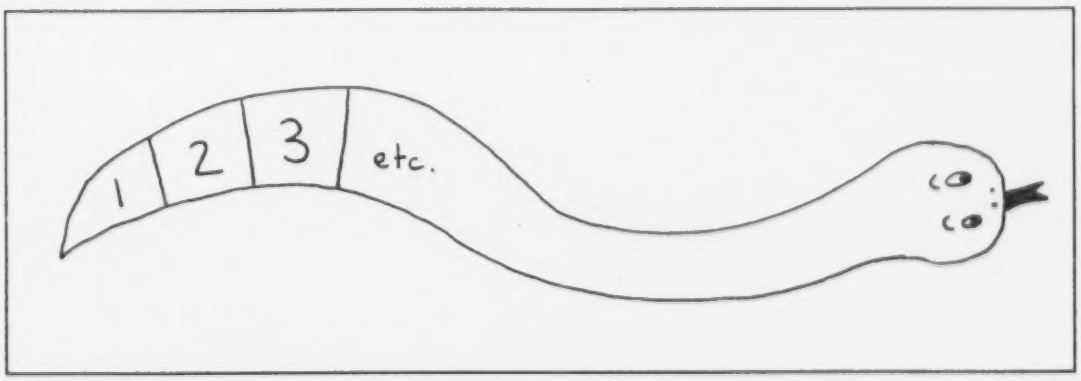
## Pre-Reading Activities and Games

**Outdoor**

With a flat piece of cement or a board and chalk you can create a number of valuable learning games for your 4+ group e.g.

- hopscotch using letters or numerals.

- shapes drawn e.g. snake, train with letters, numerals, shapes, children's names etc. to identify. Separate cards could also be used for matching.



**Introducing a letter**.

**When introducing a letter it is good to have as wide a variety of activities and experiences as possible e.g.:-**

- draw the letter in the air.

- make it out of playdough or plasticine.

- make it out of string, tape it on the floor, have the children walk it.

- go on a walk to see things beginning with the letter e.g. **C** car, coconut, corn etc. Record these on your return with pictures and words.

- have different textures to draw with fingers in e.g. salt, sand.

- cut out a large letter shape. The children draw small ones inside e.g.

- make the letter using collage (rice, macaroni, sand etc.)
  Children close their eyes and trace the letter with their finger.

  NB Make sure they start at the correct point.

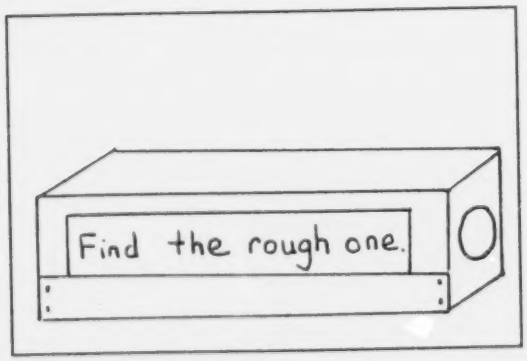
- write down lists of words beginning with the letter.

- play guessing, matching, sorting, rhyming games.

**Mystery or Feely Box**.

Choose a strong box, cover with pictures or paint it. Cut holes big enough for a child's hand either side. You can divide it down the middle on the inside if you want to. Matching objects can be used either side then.

To encourage literacy skills have slits or a strip of card at the front of the box to put pictures and/or words in.

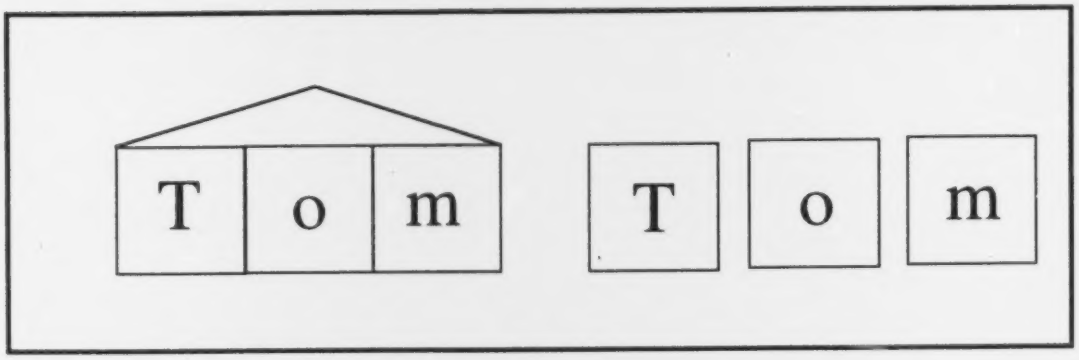



The objects inside the box will need to correspond with the pictures. Put a picture up and the child has to feel inside the box and pull out the matching object e.g. toothbrush, soap etc. (for health theme).

Alternatively you can put up a word which you read to the children and they have to pull out something e.g. rough, smooth, squashy, etc.

**Name Game**

Print each child's name on the front of an envelope. Print the name again on Bristol board, cut it up into individual letters. Keep it in the envelope. Each child can be encouraged to match the letters on top of the envelope initially and as they mature separately on the table e.g.:-




**Matching Games**.

A variety of matching games are good as they help children to recognise similarities and differences e.g.:-

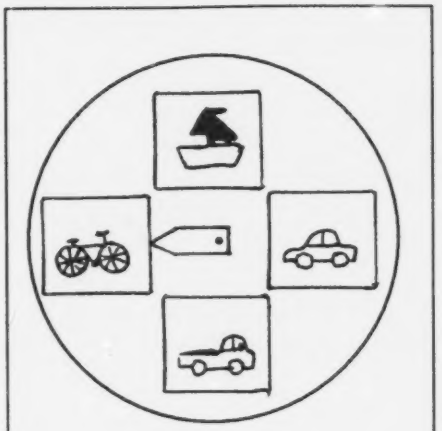
- magnetic games using a stick with a string and magnet attached to the end. Fish can be made out of Bristol board with a paper clip attached to the head.

- dice can be made out of Bristol board and used for matching e.g. letters to individual cards, colours to counters etc.

- picture wheels can be made in different forms for the purpose of identifying and matching. Circles of Bristol board or preferably thicker card are needed, pictures and split pins.

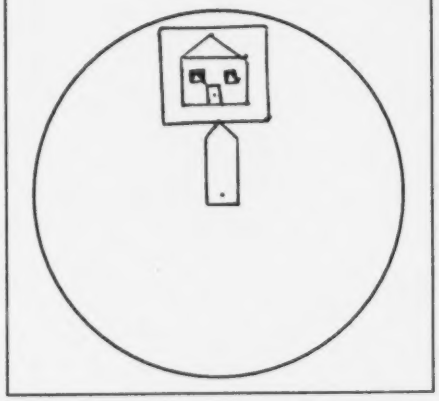
Picture wheel 1.

One piece of card needed. Spin the arrow to point to a picture. Match this to either individual cards, a book or chart of pictures.



Picture wheel 2.

Two pieces of card needed. Stick pictures on the bottom one. Cut an appropriate sized square out of the top one. Turn the wheel round to reveal pictures.



- teacher and child or two children have the same book of pictures in a different order. Turn over the pages to find two the same (like snap).

- for more mature children halves of pictures or objects can be used for matching e.g. health theme, comb. They can also be used for snap, memory, bingo etc.

Puzzles, memory (or concentration), snap, lotto, bingo, dice, domino games can all be used with many different things e.g. letters, numerals, words, pictures, colours, shapes, natural objects, (shells, leaves) etc. or a combination of these.

*Your Notes*

*Your Notes*

## 4. WRITING

The term 'mark making' is often used to describe children's early attempts at writing. Children need to gain the confidence of knowing that whatever form their early writing takes it is accepted and valued. They also need to begin to learn that writing is a form of communication and has a purpose.

Writing for other people and knowing that your work will be read and noticed is very important. By doing this children will begin to realise that writing is communication and not just an end in itself.

**The most meaningful Pre-Writing activities therefore are ones with a useful purpose e.g. a cardboard post box for children's informal attempts at letter writing in the Home or Office area.**

In the very early years it is important to offer as wide a variety as possible of mark making equipment. This does not necessarily need to be in the form of pencils, crayons, paint etc. but natural materials make a very good medium also e.g. sand, clay, mud, sticks, stones, shells etc. As well as mark making these can be used to make patterns. By the use of these and other materials children can begin to see and learn about similarities and differences. These will need to be quite large and obvious for very young children e.g. a big tree and a small tree, an adult and a

child sized chair etc. Gradually children with help, practice and maturity will begin to notice small differences e.g. odd one out in pictures, the remembering of patterns in a concentration game etc. All these will help them later on to see the small differences between words and letters e.g. cat - cot, b - d etc.

**There are in Pre-Writing and indeed a number of areas many activities which may not seem obviously connected but which do help in preparing children for writing e.g.**:-

**Gross motor activities** - as in outdoor play, ball games, hopping, skipping, climbing etc. which develop co-ordination and balance.

**Fine motor activities** - as in threading, rolling (plasticine), cutting etc. which help to strengthen and develop small muscles ready for controlling a pencil.

**Creative activities** - as in painting, crayoning, clay work etc. which allow children to experiment with making marks.

**Printing** - is a particularly good activity as it gives children the idea that you can repeat marks and see the patterns made as in writing.

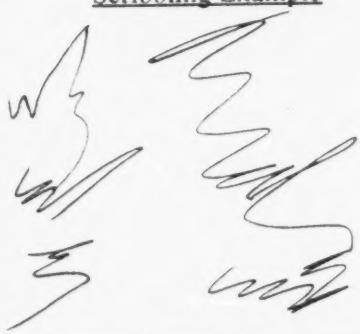
**Pattern work** - the threading, matching and making of patterns help to teach children about following sequences, duplicating the same pattern and controlling shapes within a limited space e.g. puzzles.

## Developmental Stages of Writing.

**It is very important to remember that children develop at their own rate.** Some children need time to practise, explore and experiment with a variety of materials.

**Stage 1 - Scribbling Stage (up to 4 years old).**

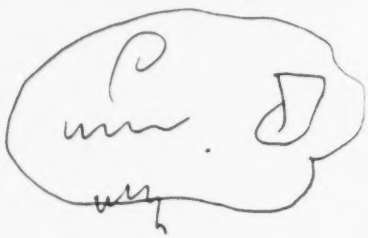
Scribbling Example



This is a very important stage. In the early years 15 months - 2 1/2 years they need big pieces of paper and fat crayons as they control shoulder movements only. As they gain control of elbows and wrists their scribbles gain more control. Some children, however, do not leave this stage until 5 years old.

**Stage 2 - Symbolic Stage (4-6 years old)**

Symbolic Example



I made a boat.

Gradually as children mature they gain more control of the movements of their hands and arms. Their scribbles change to lines, shapes and patterns such as circles, crosses, swirls etc. They also begin to name these things, often using their imagination. We can encourage children's imagination by sometimes writing what a child says about their picture, for them to see the written form.

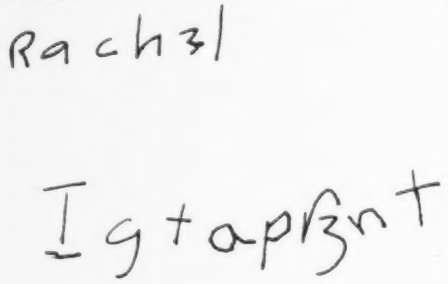
Children also become interested in making their pattern look like real things and often repeated shapes might become people or animals or rows of letter-type shapes. Letters from their name are often repeated in many forms. Drawing and writing are closely related when children start to make these shapes and letters and approximations of these. They may often be incorporated in drawings and paintings and collage and children can often be seen writing letter shapes in sand and dirt.

Letter-shapes Example

It is very important to train children's left to right eye movements. Children's names should be written in the top left hand corner of their page so their eyes move automatically to that point as the starting point for writing.

Invented spelling Examples

Rachel.



Children gradually learn to relate letters with sounds and approximations may be written e.g. crd for card. Later on they start to represent all the sounds in a word or phrase as in the invented spelling example on the previous page where the child wrote Igtaprznt for 'I got a present', not yet being aware, however, of spaces between words.

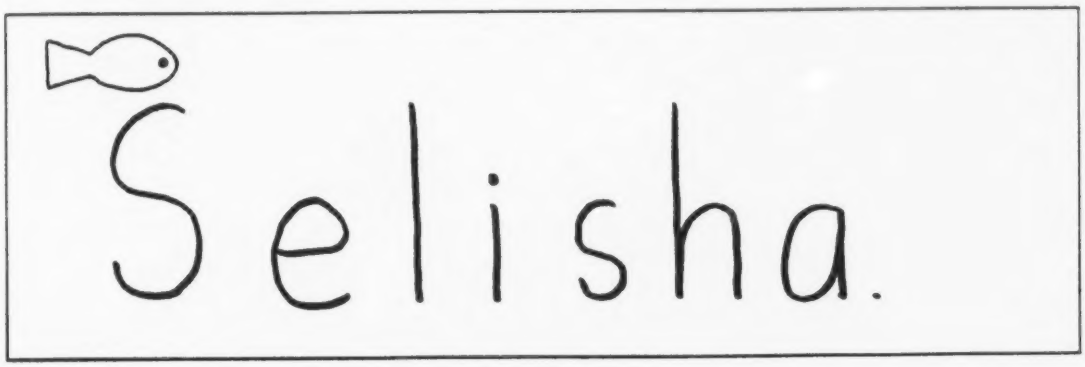
The final goal is conventional spelling where visual memory has to be used along with their knowledge of letter-sound relationship and spelling rules.

## Activities.

The written shape which most children become familiar with first is their own name. Care needs to be taken that children's names are clearly written and properly spelt.

### Name Charts.

A name chart with removable cards is very useful so that older children can take them back to their table to do activities with e.g. matching, copying etc. For younger children a small picture as well as the name on the card is good so that they come to recognize the writing through its association with the picture.



## Writing for a purpose.

It is important to offer a wide range of materials to write **with** and **about**. Writing can be encouraged in many areas of the Preschool with a few simple props e.g. pencils, notepads etc. in the Home area, Block Area or special areas that you may create e.g. Writing Corner or Office. Relevant words can be written on a chart or list e.g.:-

Home Area:- please, wait, excuse me, Mummy, Daddy, brother, sister, baby, tea, milk, cup, spoon etc.

Writing Area:- Dear, thank you, with love from (Paraclete) Pre-primary School, Grenada etc. as phrases or words that the children might like to use when writing.

Special Area e.g. Office.

A Corner or table or part of the Home Area could be used for an Office. A small number of children e.g. four could be allowed to use this area at any one time. Lots of props for informal writing and dramatic play can be used e.g. a telephone and telephone book, an old clock or old typewriter, a cash register or calculator. A name, days of the week and alphabet chart. An 'open' and 'closed' sign. A sign e.g. Our Preschool Office. Notepads, folders, books etc. made from scrap paper and card. Pencils, rulers, old envelopes, cardboard posting box, interesting pictures and magazines and books etc. etc.

Look for opportunities to initiate literacy activities e.g:-

- after a visitor has talked with the children you could suggest that they make a thank you card with your help. Involve the children in planning the activity and they will enjoy it more. Invite everyone to 'sign' their name so that they feel involved. Accept all attempts.

- provide a special children's noticeboard or area of wall space for them to display items of their choice including things they have written. Allow them also to take things home.

*** Don't forget your responsibility also as a parent educator***

In a group and individually, if the opportunity arises talk to parents about the developmental stages of writing and their part in valuing children's early attempts at writing. Children need to know that what they take home will be accepted so that they gain confidence in what they are doing. If children's attempts are scorned e.g. "That doesn't look like your name," or 'That's only scribble', they will eventually stop trying and develop a poor concept of themselves and their work before they even enter the more formal writing stage at Primary School.

**Making Books**.

Writing can form an extension of other activities. Children who have enjoyed sorting leaves or collecting different things can go on to enjoy sticking them on individual pieces of paper or Bristol board and help you write a label or explanation beneath each one. The pages can be tied, glued or stitched together into a book. These 'home-made' books often mean a lot to children and they enjoy 'reading' to themselves the familiar words and pictures.

**Experience Charts**.

Early story writing can be encouraged by making experience charts after e.g. a trip to the beach, tasting unusual food, observing an animal, planting seeds etc. The chart can have pictures, drawings, collage, painting, real objects, feelings, observations etc.

**Creative Activities**.

Creative activities offer many opportunities for mark-making, e.g.

- making patterns, lines, shapes etc. out of finger paint, crayons, plasticine etc. Fine motor development is also encouraged as they exercise their muscles using scissors, glue, brushes, crayons and collage items.

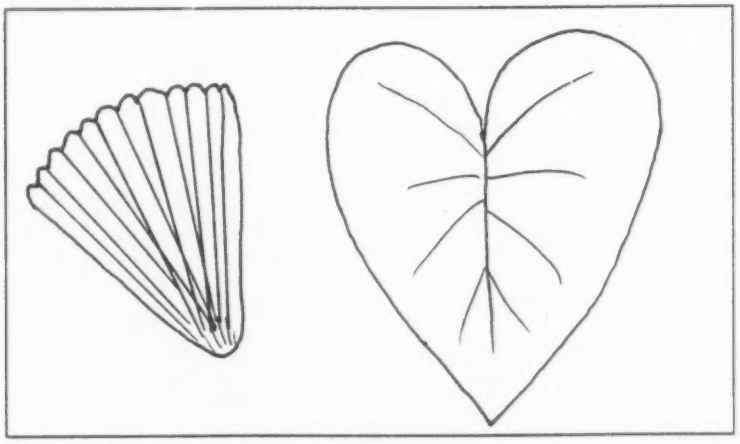
They learn to control the movements of their fingers, wrists, elbows and shoulders. As we have seen this is very necessary in the various stages of development.

They also use their eyes and hands together to develop hand - eye co-ordination. These skills help children greatly when they are learning to hold a pencil and write words.

**The use of natural materials in literacy**.

- Collect lots of different natural materials - sort them, group them and classify them. Look at similarities and differences. Make up a game to find the odd one out etc.

- Observe patterns in nature - branching, swirls, spirals in trees, old logs, rough shells, coral, bark, leaves etc. Relate these to patterns in number and shape. Create designs based on your observations. Create interesting texture rubbings using charcoal, pencils and crayons.

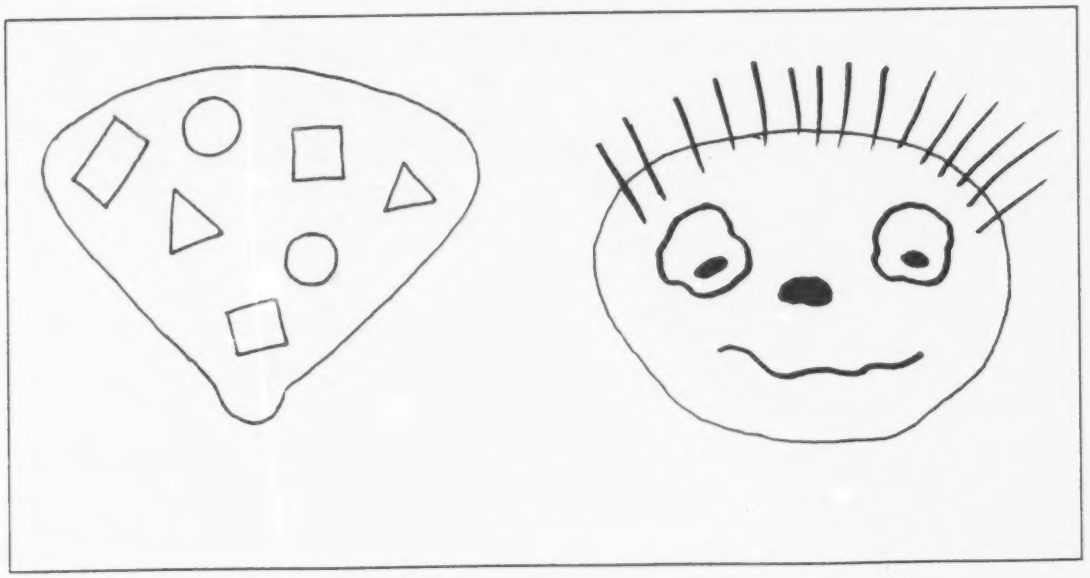


- Choose an interesting spot outdoors - take pencil, paper and crayons, and encourage the children to explore the five senses using pictorial and written images.

- Draw around the outline of sticks, shells, leaves, shadows, each others bodies.

- Decorate coconuts, seed pods, stones or shells. Paint them, draw on them, glue shapes or pictures onto them. Use as paperweights, maybe as presents for e.g. Mothers Day.

- Decorate shells or seed pods to make imaginative finger puppets. Use for story telling, songs or drama.



- Encourage children to write and draw with sticks, fingers and toes in the sand or on the ground.

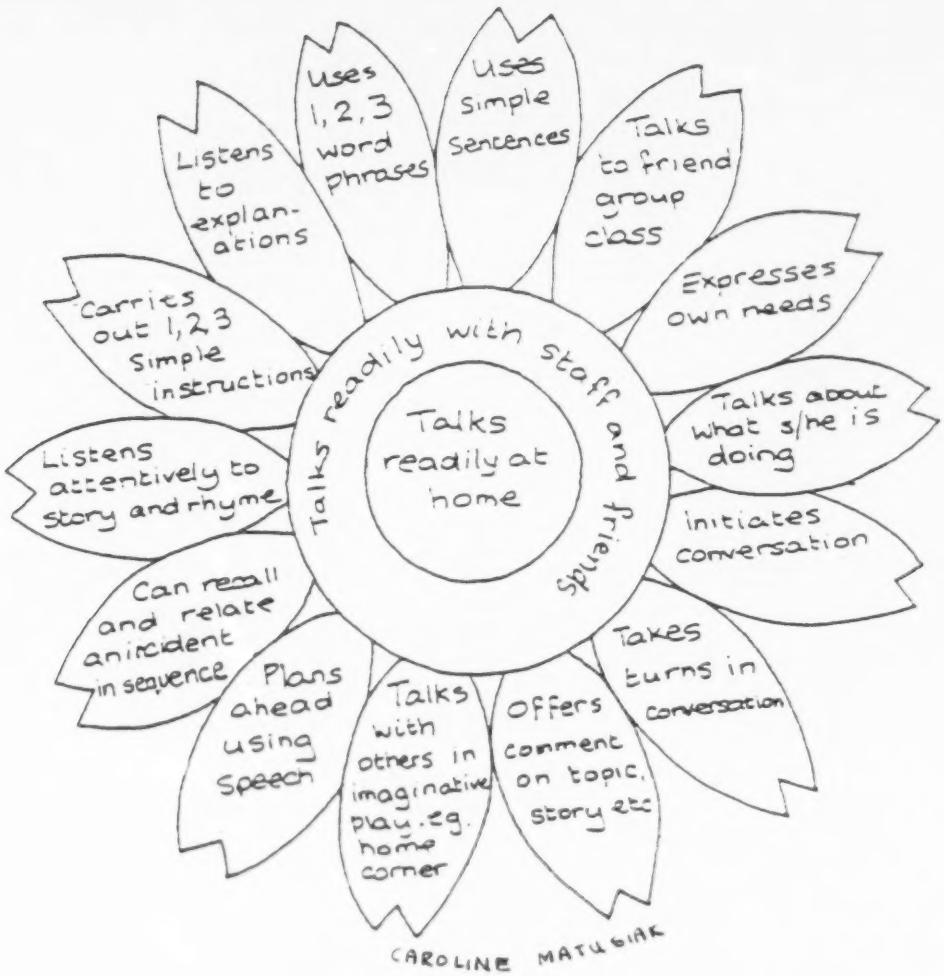
- Use shells, sticks, seeds and other natural objects with clay or dough to cut, decorate, make prints, mould or roll.

- Follow and identify children's and adult's footprints, animal or bird tracks made in the sand, dirt or mud.

**Most of all be enthusiastic and enjoy what you are doing. This feeling will transfer to the children.**

**Take that key, unlock the door and give the children in your care they very best opportunity for learning that you can.**

The sample charts on the following three pages may help Pre-Primary teachers along with the Ministry of Education assessment sheets to look at children's attitudes, skills and concepts. **However, as we know individual development must always be taken into account as children develop at vastly different rates.**

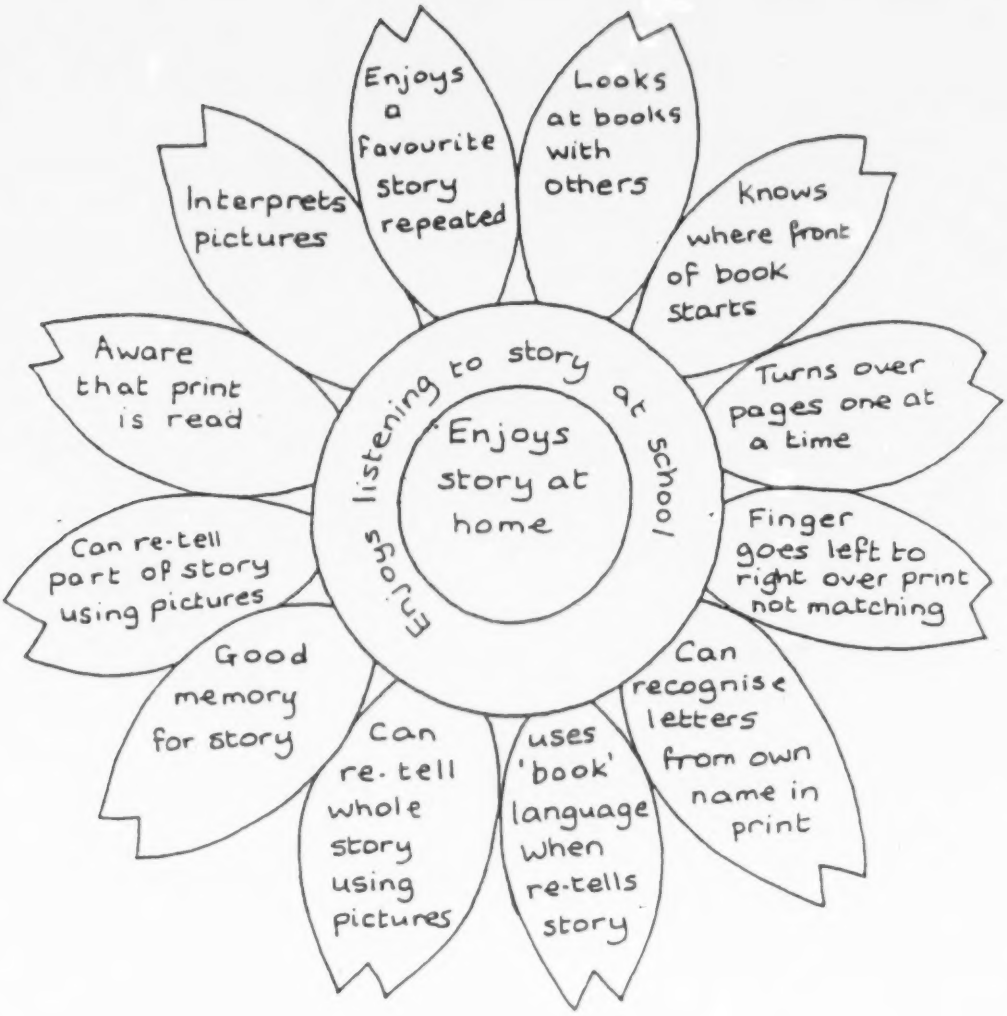

Talks readily at home
Talks readily with staff and friends
Uses 1,2,3 word phrases
Uses simple sentences
Talks to friend group class
Expresses own needs
Talks about what s/he is doing
Initiates conversation
Takes turns in conversation
Offers comment on topic, story etc
Talks with others in imaginative play. eg. home corner
Plans ahead using speech
Can recall and relate an incident in sequence
Listens attentively to story and rhyme
Carries out 1,2,3 simple instructions
Listens to explanations
CAROLINE MATUSIAK

## SPEAKING AND LISTENING.





BEST COPY AVAILABLE


Enjoys a favourite story repeated
Looks at books with others
Knows where front of book starts
Turns over pages one at a time
Finger goes left to right over print not matching
Can recognise letters from own name in print
uses 'book' language when re-tells story
Can re-tell whole story using pictures
Good memory for story
Can re-tell part of story using pictures
Aware that print is read
Interprets pictures
Enjoys listening to story at school
Enjoys story at home

**READING.**

BEST COPY AVAILABLE

Enjoys using pencils and crayons at home
Enjoys using pencils and crayons at home
Asks what words 'say' eg. cards, tickets, on TV etc
Asks why adult is writing
'I can write my name' eg oouu
Writes letter type shapes on paper with pencil or paint
Writes 'name' on paintings. stickings. etc.
Enjoys making patterns with letter shapes
Writes 'letters' or 'shopping lists' etc
Can write first letter of own name
Can draw a simple man
Can produce several letters from own name
Can draw a man with a body
Certain established letter string for name. Not always correct.
Can recognize own first name
Can write own name correctly left to right

**WRITING.**



BEST COPY AVAILABLE

*Your Notes*

*Your Notes*

# Bibliography.

Matusiak, C. (1992) Practical Guides, Foundation for the Early Years: Teaching within the National Curriculum. Scholastic Publications Ltd.

UNICEF, United Nations Children's Fund. Early Childhood Development. The Challenge and the Opportunity.

The Department of Education and Science, Starting with Quality: The Report of the Committee of Inquiry into the Quality of the Educational Experience offered to 3 and 4 years olds. London: HMSO.
"Crown copyright is reproduced with the permission of the Controller of HMSO".

VSO. Strategies for Improving Language across the curriculum: Ideas and activities for every classroom, December, 1994.

The Early Years Curriculum Group, Early Childhood Education: The Early Years Curriculum and the National Curriculum. Trentham Books Limited, 1989.

**Acknowledgments** are also made to the Preschool Playgroups Association in England for their valuable material, much of which was used in background reading.
Also to the Regional Equity and Development School Support Centre in Cairns, Australia for their Torrres Strait Early Childhood Curriculum Guidelines and relevant support materials.

Other publications in this series include:

## Maths and Science

1. A Practical Workbook for CXC Biology
2. Data Analysis Questions for Science Subjects. A Resource Booklet
3. Exercises and Activities in Basic Number Work
4. Fractions. Activities and Exercises for Teaching Fractions in Secondary Schools
5. Lower School Maths. Lesson Plans and Activities for Ages 7 -9 Years.
6. Maths and Science Booklet
7. Teaching Directed Numbers at Secondary School Level
8. Teachers' Resource Material for Integrated Science. Ideas for Teaching Integrated Science in Secondary Schools.
9. Upper School Maths Lesson Plans and Activities for Ages 9 -11 Years

## Special Needs

10. An Introduction to Children with Special Needs for Teachers in Mainstream Education
11. The Alpha Centre: A Special School for Special Children. A Curriculum Checklist for Special Educational Needs.

## English Language and Literacy

12. Language and Learning. A Practical Guide to Help with Planning your Early Childhood Programme.
13. Promoting Reading and Library Use in your School: A Resource Pack.
14. Strategies for Improving Language Across the Curriculum. Ideas and Activities for Every Classroom.
15. Your School Library. How it Works and How to Keep it Working.

## Other

16. Beekeeping. A practical Guide to Beekeeping.
17. Caribbean Copy Art. A Resource Book for Teachers to Copy.
18. Methodology in Music Education.
19. Organising Workshops. A Practical Guide.

BEST COPY AVAILABLE

Many of these publications derive from projects or workshops funded through **VSO's Community Project Scheme** - an initiative also funded by grant from British Development Division, Caribbean.

# ACKNOWLEDGEMENTS

**VSO would like to extend their appreciation and gratitude to the following people who have made this series of publications possible:**

- British Development Division ( BDDC) for providing the funding for this series of publications
- Volunteers and local colleagues contributing to production of publications.
- Organisation of Caribbean Overseas Development (OCOD) for assisting in the reproduction of these publications